



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

5
YEAR

strategic plan

2011-2015



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greeting





A NEW ERA FOR TEXAS A&M UNIVERSITY - CENTRAL TEXAS

More than three decades before the legislative confirmation of Texas A&M University-Central Texas as a stand-alone university, the citizens of Central Texas began the journey to establish upper-division, public higher education in the region. Their unwavering perseverance was rewarded in May 2009 when the new university was approved as a member of The Texas A&M University System.

The evolution of Texas A&M University-Central Texas can be traced through two private institutions (the American Technological University and the University of Central Texas), and a University System Center administered by Tarleton State University. With each iteration of its existence, clarity has been added to the formulation of its mission as an “upper-level institution committed to high-quality, rigorous and innovative learning experiences” that will prepare its students “for lifelong learning through excellence in teaching, service, and scholarship.”

To fulfill that mission, Texas A&M University-Central Texas has embarked on an ambitious strategic planning initiative as outlined in its Five-Year Strategic Plan 2011–2015. This plan represents the combined efforts of six teams of faculty and staff and the University Planning Council, as well as representative stakeholders who participated in the process. It is designed to focus university commitment on three imperatives essential to building a quality institution of higher learning: “Academic Excellence through Accountability and Classroom Rigor,” “Building an Environment to Foster Scholastic Achievement,” and “Fostering a Sense of Community.” The plan not only articulates these imperatives, it describes specific outcomes to be accomplished, and it details performance measures to chart progress.

With this strategic plan to guide its development, Texas A&M University-Central Texas enters a new era marked by an environment of cooperative internal planning where decisions are made through a mission-focused framework. The Five-Year Strategic Plan 2011–15 is, in essence, a pathway to excellence. And while thoughtfully mapped, it is also clearly dynamic, open to change and innovation, and to nurturing the unique collaborations that will be essential to the growth and development of this new university.

MARC A. NIGLIAZZO, PhD

Inaugural President

MISSION + VISION

mission

Texas A&M University-Central Texas is an upper-level university offering junior and senior-level coursework needed to successfully complete baccalaureate degrees and all coursework leading to the completion of graduate degrees. The University is committed to high quality, rigorous, and innovative learning experiences, and prepares students for lifelong learning through excellence in teaching, service, and scholarship.

vision

To create a culture of excellence for our students, faculty, and staff.

CORE VALUES

values

EXCELLENCE AND ACHIEVEMENT

We strive to continuously improve, innovate, and exceed expectations.

COMPASSION

We care about the feelings of others.

When others are suffering, we empathize and offer help.

INTEGRITY

We conduct ourselves in an ethical and respectful manner.

KNOWLEDGE

We provide educational experiences to encourage lifelong learning and intellectual curiosity.

DIVERSITY

We respect and value both differences and similarities in our students, co-workers, and other stakeholders.

INITIATIVE

We encourage the involvement and the contribution of each employee.

We create a workplace where every employee can share a sense of ownership.

COLLABORATION

We develop and maintain partnerships to serve the needs of our students, faculty, staff, and external stakeholders.

ABOUT TEXAS A&M UNIVERSITY - CENTRAL TEXAS

cent

Texas A&M University - Central Texas was born in the spirit of community cooperation on September 1, 1999, as Tarleton-Central Texas and became a stand-alone university on May 27, 2009, as a member of The Texas A&M University System. A&M-Central Texas is home of the Warriors and is an upper-level institution offering bachelor's and master's degrees.

The student population at A&M-Central Texas is diverse and growing, currently serving over 2,500 students. Classes are offered at several convenient sites, including area community colleges and Fort Hood. The university provides a wide range of flexible course schedules, including online, night, and weekend classes. The future home of A&M-Central Texas will be located on 662 beautiful acres of land at the intersection of State Highway 195 and State Highway 201 in Killeen. The land was transferred to The Texas A&M University System from the U.S. Army in the summer of 2009. Construction on the first building began in the fall of 2010 and is scheduled to be completed by spring 2012.

Full-time faculty, advisors and support staff are available to assist students with admission, financial aid, degree plans, and career planning during both day and extended evening hours. A&M-Central Texas offers undergraduate degrees in 38 areas and graduate degrees in 26 areas.

As an upper-level institution, A&M-Central Texas has developed agreements with Central Texas community colleges that enable a seamless transfer without the loss of credits. In addition, A&M-Central Texas faculty and staff actively engage in dialog with representatives from area community colleges to monitor instructional need and to insure appropriate access to educational opportunity at all levels.

A&M-Central Texas is also a member of GoArmyEd, the virtual gateway for soldiers on active duty who may at anytime request Tuition Assistance (TA) online for classroom and distance learning courses. GoArmyEd is used by soldiers as a one-stop shop to pursue and manage their postsecondary educational goals; by Army Education Counselors to provide educational guidance; and by colleges to deliver degree and course offerings and to report soldier progress.

ral texas

A&M-Central Texas offers undergraduate degrees in Applied Arts and Sciences, Applied Science, Accounting, Aviation Science, Business Administration, Computer Information Systems, Computer Science, Criminal Justice, Education, History, Human Resources Management, Interdisciplinary Studies, Liberal Studies, Management, Marketing, Mathematics, Political Science, Psychology, Social Work, and Sociology.

Graduate degrees are available in Business Administration, Counseling, Counseling Psychology, Criminal Justice, Curriculum and Instruction, Education, Educational Administration, Educational Psychology, History, Human Resources Management, Information Systems, Liberal Studies, Management and Leadership, and Mathematics.

New A&M-Central Texas students are required to complete applications for admission, then make an appointment with an academic advisor to review degree plans. For current students, registration is available online. There are also programs available to assist students with academic advising, special needs, tutoring, counseling, medical needs, and career services.

In addition, A&M-Central Texas offers support to students wishing to form student organizations, whether they are honor societies, pre-professional groups, or social clubs. Current organizations include the National Association of Anorexia Nervosa & Associated Disorders; Association of Texas Professional Educators; Business Professionals of America; Delta Mu Delta; Phi Alpha Zeta Chapter; ROTC Club; Student Association of Social Workers; Society for Human Resource Management Student Organization; Central Texas Student Veteran's Association (CTSVA); Criminal Justice Association; Christian Fellowship; Counseling & Psychology Club; and Student Government Association.

The Office of Financial Aid and Scholarships eliminates or diminishes financial barriers to students seeking an education at the university and informs prospective students, parents, and enrolled students of available resources and requirements.

Texas A&M University – Central Texas
1901 S. Clear Creek Road
Killeen, Texas 76549

history



HISTORY

Meeting a Need for Higher Education in Central Texas

In September of 1973, more than thirty years before it would become known as Texas A&M University-Central Texas, the American Technological University (ATU) opened its doors, marking an historical effort on behalf of citizens in the area to establish upper-division higher education in the Central Texas area. Though the desire to expand higher education in the region had existed for years, the concept of an upper-division university in Central Texas was initially proposed in a public meeting in Killeen, Texas, on March 30, 1973, a short six months before ATU's opening.

During that initial meeting, discussion took place regarding the many potential ways an upper-division university could supplement Central Texas College (CTC). Recognizing that an upper-division university could not be a subsidiary of a junior college, but that the Texas Legislature could, however, either convert CTC to a four-year institution or create an upper-division institution, the group opted to pursue an upper-division university. This decision ultimately resulted in the creation of a non-profit corporation, named Central Texas Education Corporation (CTEC), which would serve as an organization established to benefit the Central Texas Union Junior College District and serve as the umbrella organization for ATU – a service continued until August 1979, when CTEC's name was formally changed to ATU and the corporation ceased to exist. The CTEC completed its historic first meeting with the adoption of a resolution to establish ATU, setting into motion the development of a private, upper-division university for the Central Texas area.

American Technological University Changes Name to University of Central Texas

After surviving difficult financial times, and the loss, and then re-establishment of accreditation by the Southern Association of Colleges, ATU began a reassessment period in the late 1980s. The major component of that reassessment included changing the university's name to better reflect its mission. While the early curriculum placed a great deal of emphasis on technological programs, offering baccalaureate degrees in programs such as general technology, computer science, and industrial technology, among others, ATU's courses had continued to progressively take the shape of a liberal arts college, with degrees in counseling psychology, criminal justice, and social work. Therefore, on May 31, 1989, ATU officially changed its name to the University of Central Texas, and concurrently experienced a growth in enrollment from approximately 550 students in 1988 to more than 1,000 in 1997.

timeline

March 30, 1973

Public meeting organized to discuss concept of an upper-division university in Central Texas—they established the Central Texas Educational Corporation (CTEC) and adopted a resolution to establish American Technological University

DECEMBER 15, 1976

ATU was accredited by the Southern Association of Colleges and Schools (SACS)

FALL 1988

ATU enrolled 670 students

MAY 31, 1989

ATU changed name to University of Central Texas

FALL 1998

This year marked UCT's 25th year of offering upper division higher education in Central Texas

SEPTEMBER 1, 1999

UCT closed its doors and re-opened under the direction of Tarleton State University as Tarleton-Central Texas

APRIL 18, 1973

CTEC, forerunner to the American Technological University, (ATU) was officially incorporated

SEPTEMBER 1973

ATU opened its doors as a private, non-profit university with 260 students, offering upper-division and graduate level courses

AUGUST 31, 1979

CTEC officially changed name to American Technological University

JANUARY 1992

UCT moved to its new facilities on the corner of South Clear Creek Road and University Drive in Killeen

AUGUST 1999

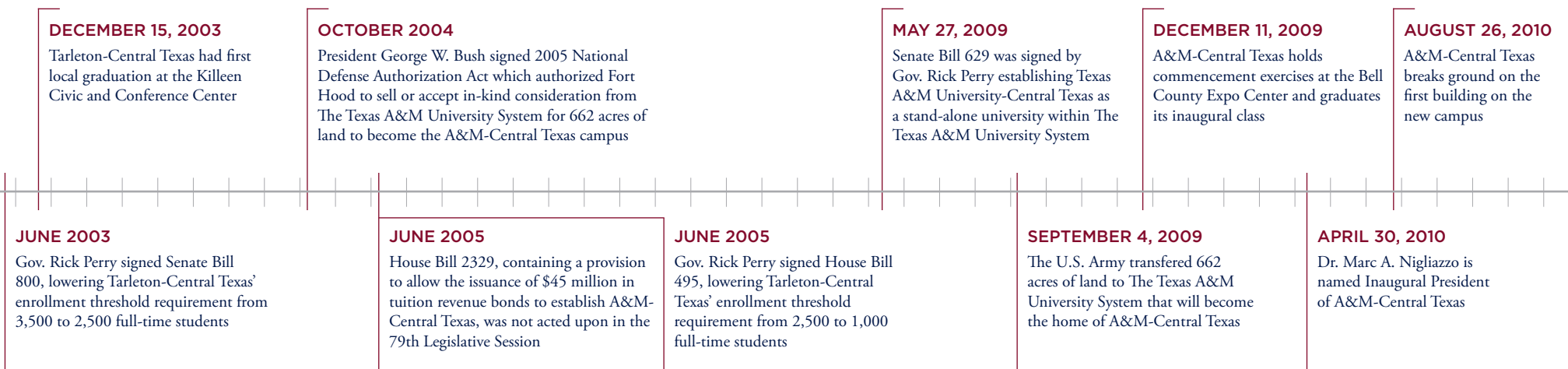
UCT dissolved operations and gifted Tarleton State University \$7 million

In the midst of this growth, UCT relocated to new facilities that are still in use today on the corner of South Clear Creek Road and University Drive in Killeen. Adamant in their efforts, however, the citizens of Central Texas continued to press for a four-year state-supported university, contemplating a range of possibilities, including closing CTC and UCT and transferring their assets to the state. After an effort by local officials and area legislators to bring a branch of Texas A&M University to UCT fell short in the 74th Legislative Session, former Gov. George W. Bush created a mandate for an advanced study into the needs for an upper-level public university in the area.

Headed up by the eight members of the Central Texas University Task Force (CTUTF) formed in 1995, efforts to establish a new university would be sustained for years.

Beginning Again: University of Central Texas Dissolves Board of Directors and Tarleton State University Accepts Operations

Ultimately, the Central Texas Higher Education Working Group, consisting of representatives from Texas A&M University, top administrators from area higher education institutions, including the president of nearby University of Mary Hardin-Baylor, representatives from Fort Hood, and a representative of the Texas Higher Education Coordinating Board (THECB), constructed an outline of recommendations. Those recommendations included CTC remaining in-tact and providing lower-division education for the area, UCT dissolving and turning over its assets to the state, and Tarleton State University offering junior, senior, and graduate level courses.



In October of 1998, the THECB supported Tarleton State University's proposal to create a university system center in Central Texas with a unanimous vote, marking a major event in a decade-long pursuit. The organization of the new public university included UCT gifting more than \$7 million in assets to Tarleton, as well as a lease agreement with Central Texas College for a 30,000 square-foot facility.

Texas A&M University – Central Texas is Born

In an effort to better evaluate future demands for higher education across the state, a three-tier structure called the “Pathway Model” was developed by the Texas Higher Education Coordinating Board. The Supply/Demand system was established to ensure flexibility to test the demand for education in a particular area, including the longevity for that demand. The model allowed then Tarleton-Central Texas to work with Tarleton State University until Tarleton-Central Texas was established for five years and had reached a full-time equivalent enrollment of 3,500 – a number that was lowered in 2003 to 2,500 by state legislature and again in 2005 to 1,000.

On May 27, 2009, with a certified Spring 2009 full-time equivalent enrollment of 1,204 and Governor Rick Perry's signing of Senate Bill (SB) 629, the Central Texas community was provided with its first major public university as Tarleton-Central Texas became a stand-alone university, operating as Texas A&M University–Central Texas, a member of The Texas A&M University System. In fall of 2010, the university expects to begin construction on its future home which is located on 662 acres of land transferred to The Texas A&M University System from the U.S. Army in the summer of 2009.

building

BUILDING THE PLAN

With its designation as a stand-alone university on May 27, 2009, Texas A&M University-Central Texas became a member of The Texas A&M University System. The first priority of this new university was to focus itself on achieving its newly designated mission. To achieve this focus, Texas A&M University-Central Texas embarked on an ambitious strategic planning initiative.

Because of the critical importance of the strategic planning process, Texas A&M University-Central Texas developed the University Planning Committee. The purpose for the committee was to develop a transparent planning process that utilized the combined efforts of faculty and staff. In addition, the committee worked to develop appropriate methods to ensure the plan's successful implementation and overall effectiveness.

Texas A&M-Central Texas's first step in meeting this purpose began when the University Planning Committee decided to focus the plan's development on six areas critical to achieving the university's mission: academic excellence, diversity, student success, literacy and technology, accountability, and faculty and staff development. Each area had its own working team comprised of faculty and staff, two members of the University Planning Council who served as co-chairs, and the Director of Institutional Research and Effectiveness, who was an ex officio member.

The task for each team was to answer three questions in terms of the working area: Where is Texas A&M-Central Texas? Where do we need to go? What steps do we take to get there? Because each working team had a different operational scope, each team was allowed to choose a slightly different path toward answering these questions. To facilitate the process, the University Planning Council met frequently to discuss the progress of each working team, review draft plans, develop imperatives, and provide synchronization of effort.

TAMU-CT's Five-Year Strategic Plan 2011–2015 represents the combined efforts of the six teams and the University Planning Council, as well as various stakeholders who participated in the process. The goal of an effective strategic planning process is to develop a framework so that decision making is focused on achieving the university's mission and taking advantage of any opportunities for university development that may arise. We believe that, through this ambitious strategic planning effort and the necessary accountability for the plan's success, a cornerstone for the accomplishment of the Texas A&M University-Central Texas mission has been put in place.

the plan

OVERVIEW OF THE STRATEGIC PLAN

In essence, the Texas A&M University-Central Texas mission statement is a promissory note to its stakeholders. It states that students should expect to find a university committed to high quality, rigorous and innovative learning experiences. Furthermore, TAMU-CT graduates should be able to participate in lifelong learning. TAMU-CT instills these commitments in its graduates through excellence in teaching, service, and scholarship. TAMU-CT must achieve its mission in the context of being one of the most diverse and fastest growing institutions in the Texas A&M University System. Each of its students brings a different background and educational goal. Furthermore, TAMU-CT serves as a major educational resource to Fort Hood, the largest active duty armored post in the United States Armed Services. To meet the needs of our varying campus constituents, classes are offered at area community colleges, Fort Hood, online, and at nontraditional times.

As the Central Texas community evolves, it is vital that TAMU-CT plans for its future by recognizing the changing educational needs of the communities that it serves and being focused on meeting those needs. TAMU-CT's Five-Year Strategic Plan 2011–2015 is designed to provide a mission-based framework for the university's strategic decision making process. The plan is designed to synchronize the efforts of the university on three areas: Academic Excellence through Accountability and Classroom Rigor, Building an Environment to Foster Scholastic Achievement, and Fostering a Sense of Community. Furthermore, the plan lays out eleven goals with specific outcomes to be accomplished so that the university efficiently and effectively moves toward its vision.

In the end, the key to any strategic plan is transparent accountability. The plan includes strategies, or specific steps, that need to be accomplished so that the goals can be achieved. Performance measures are tied to each goal and strategy as a method to measure progress and as the ultimate proof of success or failure.

summary





IMPERATIVE + GOAL SUMMARY

one

Academic Excellence through Accountability and Classroom Rigor

- 1.1 Enhance Academic Standards and Increase Classroom Rigor
- 1.2 Establish Unity and Consistency of Policy to Protect the Integrity of the Classroom
- 1.3 Ensure Relevancy of Curricula and Courses

two

Building an Environment to Foster Scholastic Achievement

- 2.1 Enhance Student Support Programs
- 2.2 Prepare Students to be Successful After Graduation
- 2.3 Develop Information Literacy and Technology Program
- 2.4 Provide Independent Library Access and Services
- 2.5 Enhance the Technology Infrastructure

three

Fostering a Sense of Community

- 3.1 Develop an Institutional Culture that Embraces Collegiality and Continuously Strives for Exceptional Performance
- 3.2 Strengthen Community Linkages/Partnerships
- 3.3 Generate Cultural Awareness through Improving the Campus Climate and Incorporating Consistent Dialogues of Diverse Issues

IMPERATIVE ONE

Academic Excellence through Accountability and Classroom Rigor

One

As noted in the mission statement, Texas A&M University-Central Texas is committed to the delivery of high quality, rigorous and innovative learning experiences. The focus on innovative learning experiences reflects the institution's desire to properly serve Central Texas, which includes Fort Hood, the largest active duty armored post in the United States Armed Services. The inclusion of high quality and rigorous experiences reflects TAMU-CT desire to be uncompromising in the maintenance of academic excellence. Therefore, over the next five years, TAMU-CT will focus on academic excellence by being accountable to each other and to our stakeholders by assuring excellence in student learning, creating policies that maintain academic excellence, and enhancing the curriculum so that the needs of the community are best served.

GOALS AND STRATEGIES

1.1 Enhance Academic Standards and Increase Classroom Rigor

- Expand the current student learning outcomes assessment process into an ongoing research-based planning and evaluation process.
- Determine mission-based core competencies and develop a systematic process of evaluating student progress in these areas.
- Establish a comprehensive continuous improvement model that includes a mechanism for reporting results to external stakeholders.
- Establish a process for stakeholder accountability.

1.2 Establish Unity and Consistency of Policy to Protect the Integrity of the Classroom

- Develop and implement a strategic enrollment management plan.
- Develop a collaborative process between faculty and staff for student advising.
- Develop a systematic process of establishing and enforcing course prerequisites.

1.3 Ensure Relevancy of Curricula and Courses

- Implement an integrated student information system.
- Develop an outcomes-based academic program review process.
- Develop and implement a comprehensive academic plan.
- Ensure TAMU-CT achieves SACS accreditation.
- Establish a plan for securing accreditation for academic programs.

IMPERATIVE ONE: INDICATORS of SUCCESS

Goals and Performance Measures

Enhance Academic Standards and Increase Classroom Rigor

- By FY '11, TAMU-CT will assess student learning outcomes and implement improvement plans annually.
- By FY '11, TAMU-CT will assess student process in core competencies and implement improvement plans annually.
- By FY '13, every division/departments will utilize a performance management tracking system to track continuous improvement in the area and report the results to various stakeholders.
- By FY '11, every division/departments will conduct a stakeholder analysis and integrate the results into the area assessment plans.

Establish Unity and Consistency of Policy to Protect the Integrity of the Classroom

- By FY '12, develop an enrollment management plan and integrate the initiatives into the TAMU-CT continuous improvement process by FY '13.
- By FY '15, 70% of undergraduate students will rate the quality of academic advising as either good or excellent.
- By FY '12, Academic Affairs will have established guidelines on the approval and implementation of course prerequisites and each division will have the necessary course prerequisites set in Banner.

Ensure Relevancy of Curricula and Courses

- By FY '13, complete implementation of Banner student information system.
- By FY '14, each academic program will undergo an outcomes-based academic program review.
- By FY '12, develop an academic plan and integrate the initiatives into the TAMU-CT continuous improvement process by FY '13.
- By FY '14, TAMU-CT will achieve separate SACS accreditation from Tarleton State University.
- By FY '14, each academic program desiring accreditation will have the necessary processes in place to apply for program-level accreditation.

IMPERATIVE TWO

Building an Environment to Foster Scholastic Achievement

At Texas A&M University-Central Texas, a successful student is one that graduates with the knowledge and skills needed to become a lifelong learner. For the university to be successful in this endeavor, it must provide the support programs necessary for a student body with diverse backgrounds who are achieving their educational goals through innovative program delivery. Over the next five years, TAMU-CT will create a support structure to enable student success through enhanced student support programs; to develop information literacy and technology skills in our students, faculty, and staff; and to enhance library and technology support.

GOALS AND STRATEGIES

2.1 Enhance Student Support Programs

- Enhance online student support services for all students.
- Enhance academic support programs.
- Provide counseling services and resources to students.
- Develop a comprehensive orientation process.

2.2 Prepare Students to be Successful after Graduation

- Develop and enhance career development resources and programs.
- Establish graduate school planning guide and resources.
- Create a TAMU-CT alumni association.

2.3 Develop Information Literacy and Technology Program

- Establish a TAMU-CT Information Literacy & Technology committee.
- Identify core information literacy and technology skills and a process to measure them.
- Develop information literacy and technology core competencies trainings.
- Develop faculty training opportunities for incorporating information literacy and technology skills and outcomes in courses and throughout the curriculum.

2.4. Provide Independent Library Access and Services

- Develop an independent TAMU-CT Library presence.
- Develop adequate electronic library resources to meet the informational needs of the TAMU-CT community.
- Develop adequate print library resources to meet the informational needs of the TAMU-CT community.

2.5. Enhance the Technology Infrastructure

- Leverage university information technology purchasing power by centralizing IT purchases.
- Develop an Information Technology strategic plan.
- Create a centralized information technology budgetary process.
- Establish and maintain appropriate staffing levels of information technology professionals.

IMPERATIVE TWO: INDICATORS of SUCCESS

Goals and Performance Measures

two

Enhance Student Support Programs

- By FY '12, 25% of all student support services will be available online.
- Increase the number of students using academic support services by an average of 5% each year.
- By FY '11, develop a plan to provide counseling services and integrate the initiatives into the TAMU-CT continuous improvement process by FY '12.
- By FY '12, develop a plan to implement a comprehensive orientation program to include transfer and military populations and integrate the initiatives into the TAMU-CT continuous improvement process by FY '13.

Prepare Students to be Successful after Graduation

- By FY '12, develop a plan to implement a comprehensive career services program and integrate the initiatives into the TAMU-CT continuous improvement process by FY '13.
- By FY '12, create TAMU-CT graduate school planning guides and provide both hard copy and online access.
- By FY '12, create a TAMU-CT alumni network and increase membership by 5% each year.

Develop Information Literacy and Technology Program

- By FY '12, create a standing information literacy & technology committee.
- By FY '12, develop a set of mission-based information literacy & technology skills and implement a process to measure progress in these skills by FY '13.
- Provide a minimum of two information literacy and technology workshops per year.
- Provide a minimum of two faculty information literacy and technology workshops per year.

Provide Independent Library Access and Services

- By FY '11, establish a staffed North Campus library presence with circulating, reference, and reserve collections.
- Increase the number of electronic library resources by 10% per year.
- Increase the number of print library resources by 25% per year.

Enhance the Technology Infrastructure

- Increase the amount saved on IT purchases by 2% per year.
- By FY '12, develop an information technology strategic plan and integrate the initiatives into the TAMU-CT continuous improvement process by FY '13.
- By FY '12, establish a centralized information technology budgetary process and integrate the process into the university budgetary process.
- By FY '13, review and implement recommendations made in SUNGARD Higher Education's assessment of TAMU-CT's future information technology staffing needs.

IMPERATIVE THREE

Fostering a Sense of Community

three

Texas A&M University-Central Texas is committed to helping its students become lifelong learners through excellence in teaching, service and scholarship. To achieve this commitment, TAMU-CT must utilize the combined strengths of its students, faculty, staff, alumni, and community partners to establish these traits in every member of the TAMU-CT community. Furthermore, the university must exemplify excellence in these areas to engage the greater community. Over the next five years, TAMU-CT will focus on fostering a sense of community through providing opportunities for increased professional development, increased faculty and staff collegiality, strengthened partnerships with the community, and increased diversity.

GOALS AND STRATEGIES

3.1 Develop an Institutional Culture that Embraces Collegiality and Continuously Strives for Exceptional Performance

- Create and support continuing professional development for faculty and staff.
- Develop and implement a plan to recruit and retain qualified faculty and staff.
- Promote a culture of collegiality, professionalism and mutual respect.

3.2 Strengthen Community Partnerships

- Deliver educational programs that are of interest to the community.
- Conduct a comprehensive assessment of the communities' continuing and professional education needs.

3.3 Generate Cultural Awareness through Improving the Campus Climate and Incorporating Consistent Dialogues of Diverse Issues

- Develop diversity programs & trainings for present and future students, faculty and staff.
- Participate in Café con Leche and similar programs for student recruitment.
- Design a comprehensive plan that will guide campus diversity efforts.

IMPERATIVE THREE: INDICATORS of SUCCESS

Goals and Performance Measures

Develop an Institutional Culture that Embraces Collegiality and Continuously Strives for Exceptional Performance

- By FY '12, establish a process to develop, promote and establish published guidelines for participating in professional development opportunities such that faculty and staff have at least one professional development opportunity per year.
- By FY '12, develop a faculty and staff recruitment and retention plan and integrate the initiatives into the TAMU-CT continuous improvement process by FY '13.
- By FY '13, develop a plan to increase opportunities for ongoing faculty/staff team building and collegiality and integrate the initiatives into the TAMU-CT continuous improvement process by FY '14.

Strengthen Community Partnerships

- Provide at least 2 educational programs per year designed for the community.
- By FY '13, develop a plan to increase the number of continuing education opportunities and integrate the initiatives into the TAMU-CT continuous improvement process by FY '14.

Generate Cultural Awareness through Improving the Campus Climate and Incorporating Consistent Dialogues of Diverse Issues

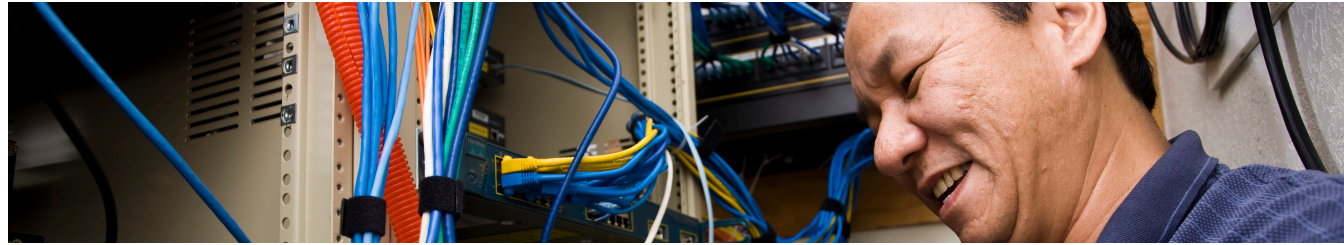
- Provide at least 2 diversity trainings and programs per year.
- By FY '13, increase the number of underrepresented student groups by 10%.
- Develop and implement a plan to increase the number of underrepresented faculty and staff groups by 10%.

STRATEGIC PLAN CROSSWALK

crosswalk

As noted in The Texas A&M University System Strategic Plan, an A&M System Member Strategic Plan must be aligned with and support the A&M System Strategic Plan. The following crosswalk presents the imperatives of the A&M System's Strategic Plan and how each of the TAMU-CT goals support those imperatives. Because many of the plan's goals can support more than one A&M System imperative, each of the A&M System imperatives have every A&M-Central Texas Strategic Plan goal that relate to it.





Openness and Accountability

- Enhance Academic Standards and Increase Classroom Rigor
- Ensure Relevancy of Curricula and Courses
- Enhance the Technology Infrastructure

Excellence through Academics and Extension

- Enhance Academic Standards and Increase Classroom Rigor
- Establish Unity and Consistency of Policy to Protect the Integrity of the Classroom
- Ensure Relevancy of Curricula and Courses
- Enhance Student Support Programs
- Prepare Students to be Successful after Graduation
- Develop Information Literacy and Technology Program
- Provide Independent Library Access and Services
- Develop an Institutional Culture that Embraces Collegiality and Continuously Strives for Exceptional Performance
- Strengthen Community Partnerships
- Generate Cultural Awareness through Improving the Campus Climate and Incorporating Consistent Dialogues of Diverse Issues

Research for Tomorrow

- Develop an Institutional Culture that Embraces Collegiality and Continuously Strives for Exceptional Performance

Resources Optimized and Leveraged

- Ensure Relevancy of Curricula and Courses
- Develop Information Literacy and Technology Program
- Provide Independent Library Access and Services
- Enhance the Technology Infrastructure

thanks



ACKNOWLEDGEMENTS

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UNIVERSITY PLANNING COUNCIL

Dr. Troy Courville, *Chair*
Dr. Jody Fry
Dr. Dave Geigle
Mr. Brandon Griggs
Dr. Rebekah Hamilton
Mr. Mark Harris
Dr. Jeffery Kirk
Ms. Gaylene Nunn
Ms. Carolyn Prosise
Ms. Sarina Swindell
Dr. Tracy Teaff

ACADEMIC EXCELLENCE TEAM

Dr. Jeffery Kirk, *co-chair*
Dr. Tracy Teaff, *co-chair*
Dr. Brad Almond
Ms. Gabi Fischbacher
Ms. Brigitte Flynt
Dr. Deborah Jinkins
Dr. Coady Lapierre
Dr. Lucas Loafman
Mr. Steve Newberry
Ms. Lynn Schmacher
Dr. Bill White

DIVERSITY TEAM

Ms. Sarina Swindell, *co-chair*
Ms. Carolyn Prosise, *co-chair*
Ms. Kelli Cude
Dr. Michelle Dietert
Mr. Randy McCauley
Mr. James Moten
Ms. Aracelli Perez
MAJ Lawrence Weatherlow

STUDENT SUCCESS TEAM

Mr. Brandon Griggs, *co-chair*
Dr. Rebekah Hamilton, *co-chair*
Dr. Bobbie Eddins
Dr. Sam Fiala
Dr. Jerry Jones
Ms. Teresa Newberry
Mr. Marcus Perkins
Mr. Gerald Piechocki

LITERACY + TECHNOLOGY TEAM

Mr. Mark Harris, *co-chair*
Mr. Steve Blum, *co-chair*
Dr. Anitha Chennamaneni
Ms. Diana Corimski
Ms. Lynn Greenwood
Dr. Allen Redmon
Ms. Alison Rex
Dr. David Ritter

ACCOUNTABILITY TEAM

Dr. Jody Fry, *co-chair*
Dr. Dave Geigle, *co-chair*
Ms. Susan Bowden
Dr. Lisa Bunkowski
Mr. Jeremy Damron
Ms. Jenny Davis
Dr. Ann Farris
Dr. Steve McNett

FACULTY + STAFF DEVELOPMENT TEAM

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Mr. Clifton Jones
Ms. Tammy Molina-Moore
Dr. Brenda Russell
Mr. Son Thai



1001 LEADERSHIP PLACE
KILLEEN, TEXAS 76549
254.519.5400 ★ www.ct.tamus.edu